

**Fordham University  
Graduate School of Education  
Division of Curriculum and Teaching  
Lincoln Center Campus  
Fall Semester - 2013**

**CTGE 5534-L04  
Beginning Reading and Writing in Inclusive Classrooms**

*Daily Schedule of Course Topics, Readings, Assessments, and Tasks:*

**Week 5 – October 10th**

- Topic: Emergent Literacy
- Reading: (41 pages total)
  - Cecil, “Chapter 3 – Emergent Literacy: From Birth to Conventional Literacy” (29 pages)
  - Pullen, P. C., & Justice, L. M. (2003). Enhancing phonological awareness, print awareness, and oral language skills in preschool children. *Intervention in School & Clinic*, 39(2), 87-98. doi: 10.1177/10534512030390020401 (12 pages)
- Task: Administer the following two assessments with your focus student and bring them to class.
  - “Print Awareness Assessment”
  - “Informal Test of Alphabet Knowledge”
- Response Blog – Assignment #4:
  - Trade blog addresses with a third classmate. Respond to their third blog post.
  - Post a new entry where you reflect on our work with language (spoken) and answer the following question that was posed at the end of class four, “What is the connection between language (spoken) and reading (and writing)?” Continue your post by using this week’s readings as well and then answer this question, “What parts do print awareness and knowledge of the alphabet play as children transition from being emergent readers into beginning readers and beyond?” (Be sure to again make connections here to our work with language.)